



## Aynor Elementary

516 Jordanville Road  
Aynor, SC 29511

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	674 Students	
<b>Principal</b>	Wallace Gasque	843-488-7070
<b>Superintendent</b>	Dr. Cynthia Elsberry	843-488-6700
<b>Board Chair</b>	Will Garland	843-358-8002

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Good</b>	<b>At-Risk</b>
2007	Good	Below Average
2006	Good	Good
2005	Good	At-Risk
2004	Excellent	Good

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

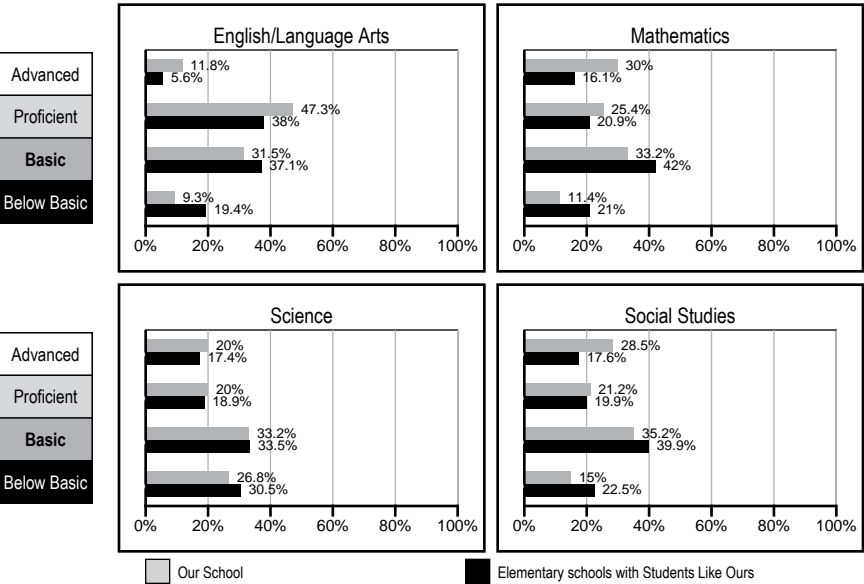
91.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	8	69	15	1

\* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



\* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=674)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.0%	Up from 1.2%	2.3%	2.3%
Attendance rate	95.9%	Down from 96.8%	96.3%	96.3%
Eligible for gifted and talented	16.7%	Down from 26.0%	10.9%	10.4%
With disabilities other than speech	8.5%	Up from 6.4%	8.4%	7.5%
Older than usual for grade	0.2%	No Change	0.6%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.1%	Up from 0.0%	0.0%	0.0%
<b>Teachers (n=43)</b>				
Teachers with advanced degrees	48.8%	Up from 38.6%	56.5%	56.7%
Continuing contract teachers	86.0%	Up from 81.8%	80.0%	77.3%
Teachers with emergency or provisional certificates	0.0%	Down from 2.6%	0.0%	0.0%
Teachers returning from previous year	90.4%	Up from 86.2%	87.8%	86.4%
Teacher attendance rate	94.1%	Down from 95.8%	95.0%	94.9%
Average teacher salary	\$49,135	Up 2.7%	\$45,036	\$45,345
Professional development days/teacher	14.7 days	Down from 14.9 days	12.5 days	12.6 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	19.5 to 1	Down from 23.1 to 1	18.6 to 1	18.5 to 1
Prime instructional time	88.6%	Down from 91.6%	89.8%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Average	No Change	Excellent	Excellent
Dollars spent per pupil*	\$8,355	Up 19.6%	\$6,746	\$7,052
Percent of expenditures for instruction*	68.9%	Down from 73.8%	68.9%	69.1%
Percent of expenditures for teacher salaries*	63.3%	Down from 68.1%	65.0%	64.2%

\* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

During the 2007-2008 school year, the Aynor Elementary School students and staff delivered an outstanding performance. In order to continue our progress and raise our improvement rating, we utilized MAP testing and DesCarte. During the reading block, students were grouped by achievement according to the results of the MAP assessment. Our students have excelled, and we anticipate a marked improvement in the upcoming year.

In order to accommodate our continued needs in the area of English/language arts, we provided staff development in guided reading and writing. We hired two retired teachers to tutor small groups of students in reading. A reading specialist was employed to provide intensive one-on-one tutoring for identified students in first grade.

Our music program flourished, offering students steel drum band, African drum band, recorder, chorus, and regular music education. We are very proud of the wonderful opportunities offered to our community through our music program.

Two full-time curriculum specialists were available to work with teachers on designing standards-based curriculum and assessments that would raise the level of instruction for all students and to also work with small groups of students in the areas of reading and math. After-school tutorial classes were offered to students in grades 3-5 who scored Below Basic on PACT. Select students scoring in the higher categories participated in an online algebra course.

Our school theme, In Every Thought and Action Think Excellence, exemplifies the positive attitude and spirit of the Aynor community and our commitment to providing a quality education for all students.

Wallace Gasque, Principal  
Tony Godsey, School Improvement Council Chair 2007-2008

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	44	79	53
Percent satisfied with learning environment	100.0%	96.2%	98.1%
Percent satisfied with social and physical environment	100.0%	94.9%	94.3%
Percent satisfied with school-home relations	100.0%	98.7%	88.5%

\* Only students at the highest elementary school grade level and their parents were included.

School Adequate Yearly Progress

NO

This school met 16 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

\* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	3.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	0.9%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.9%	94.0%	Yes

\* Or greater than last year

Abbreviations for Missing Data

**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)**

All Students	303	100	9.3	31.3	47.3	12.1	69.8	57.2	48.2	Yes	Yes
<b>Gender</b>											
Male	158	100	9.5	33.8	48	8.8	68.9	50.3	41.7	N/A	N/A
Female	145	100	9	28.6	46.6	15.8	70.7	64.4	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	265	100	9.2	30.4	47.2	13.2	70	65.4	60	Yes	Yes
African American	22	100	11.1	44.4	38.9	5.6	66.7	34.7	31.7	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	73	70.4	I/S	I/S
Hispanic	14	100	9.1	36.4	54.5	0	63.6	43.1	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	47	47	I/S	I/S
<b>Disability Status</b>											
Disabled	59	100	25.9	42.6	24.1	7.4	44.4	21.7	16	Yes	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	I/S	39.1	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	185	100	12.1	35.8	47.3	4.8	63	44.9	34	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)**

All Students	303	100	11	33.5	25.6	29.9	69.4	56.4	45.8	Yes	Yes
<b>Gender</b>											
Male	158	100	8.8	31.8	25.7	33.8	73	55.9	45.6	N/A	N/A
Female	145	100	13.5	35.3	25.6	25.6	65.4	57	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	265	100	10.4	31.6	26	32	71.2	65.2	59	Yes	Yes
African American	22	100	27.8	50	16.7	5.6	55.6	31.6	26.9	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	75	71.3	I/S	I/S
Hispanic	14	100	0	54.5	18.2	27.3	45.5	42.6	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	48.5	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	59	100	33.3	38.9	14.8	13	35.2	20.8	17.1	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	I/S	41	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	185	100	15.8	43.6	21.2	19.4	57	43.9	31.4	Yes	Yes

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	207	100	26.3	33.2	20	20.5	40.5	41.4	35.7	95.9	96.3
Gender											
Male	108	100	23.8	28.7	22.8	24.8	47.5	43.8	37.4	95.9	96.2
Female	99	100	29.2	38.2	16.9	15.7	32.6	39	33.8	95.9	96.4
Racial/Ethnic Group											
White	185	100	25.3	31.6	21.3	21.8	43.1	50.4	49.2	96	96.1
African American	11	100	50	50	0	0	0	16.7	17	95.5	96.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	63.8	58	99.7	97.4
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	26.2	24.9	95.4	96.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	28.3	37.4	93.5	95.5
Disability Status											
Disabled	36	100	57.6	24.2	12.1	6.1	18.2	15.2	14	95.1	95.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	99.4
English Proficiency											
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	22.7	24.4	95.3	97
Socio-Economic Status											
Subsided meals	127	100	34.8	38.4	15.2	11.6	26.8	28.8	21.1	95.4	96

Social Studies

All Students	206	100	14.9	35.4	21.5	28.2	49.7	41.6	34	95.9	96.3
Gender											
Male	115	100	14.7	28.4	22.9	33.9	56.9	45.3	36.6	95.9	96.2
Female	91	100	15.1	44.2	19.8	20.9	40.7	37.8	31.3	95.9	96.4
Racial/Ethnic Group											
White	174	100	14.5	33.1	21.7	30.7	52.4	48.6	44.5	96	96.1
African American	19	100	18.8	43.8	25	12.5	37.5	20.7	19.1	95.5	96.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	57.2	58.9	99.7	97.4
Hispanic	11	100	18.2	45.5	18.2	18.2	36.4	33.9	27.5	95.4	96.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	39.1	32.7	93.5	95.5
Disability Status											
Disabled	45	100	26.2	33.3	23.8	16.7	40.5	17.1	14.4	95.1	95.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	99.4
English Proficiency											
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	30.8	27.3	95.3	97
Socio-Economic Status											
Subsided meals	134	100	17.9	43.1	21.1	17.9	39	29.8	21	95.4	96

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

## PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	98	99	2.3	26.1	61.4	10.2	71.6
	4	90	97.8	2.5	32.1	59.3	6.2	65.4
	5	102	100	14.6	40.6	41.7	3.1	44.8
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	99	100	5.6	16.7	54.4	23.3	77.8
	4	110	100	11.5	29.8	51	7.7	58.7
	5	94	100	10.3	48.3	35.6	5.7	41.4
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	98	100	7.9	38.2	39.3	14.6	53.9
	4	90	97.8	7.4	22.2	30.9	39.5	70.4
	5	102	100	9.4	46.9	25	18.8	43.8
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	99	100	12.2	41.1	26.7	20	46.7
	4	110	100	11.5	26	26	36.5	62.5
	5	94	100	9.2	34.5	24.1	32.2	56.3
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	52	100	31.1	40	15.6	13.3	28.9
	4	90	97.8	13.8	25	27.5	33.8	61.3
	5	52	100	30.6	34.7	18.4	16.3	34.7
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	49	100	30.2	41.9	20.9	7	27.9
	4	110	100	22.1	34.6	21.2	22.1	43.3
	5	48	100	32.6	20.9	16.3	30.2	46.5
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	47	100	9.3	37.2	30.2	23.3	53.5
	4	90	97.8	6.3	28.8	18.8	46.3	65
	5	51	100	23.4	53.2	10.6	12.8	23.4
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	50	100	8.5	48.9	19.1	23.4	42.6
	4	110	100	17.3	28.8	26	27.9	53.8
	5	46	100	15.9	36.4	13.6	34.1	47.7
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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